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ABSTRACT

Utilizing Southwestern American Indian myths, legends, history, information on religious beliefs, architecture, fine arts, and social practices, the Adult Basic Education (ABE) Writing Skills workbook presents well-researched information about the rich heritage of the Indian culture of the Southwest, whilst offering a sequential, systematic approach to adult learning. The lessons in the workbook, which is divided into seven units, are arranged so that each lesson instructs a skill. An information presentation section is provided, explaining the particular skill or concept to the student, and giving examples. This is followed by exercises requiring the application of the skill. The seven units are: parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing, and spelling (including abbrevations). Tests are provided to measure mastery of the skills, and as a means of assessing progress. A glossary is appended. (JMM)

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PATHWAYS

An Adult Basic Education Writing Skills Workbook

Level II

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PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL II

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PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

ACKNOWLEDGEMENTS

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UNIT I

I. PARTS OF SPEECH

A.1. Common and proper nouns

The names of all things are called **nouns.** Nouns name people, places, things, or ideas.

A noun can name a person or people: children, student, babies, grandfather, tribe.

A noun can name a place or places: desert, valleys, canyon, village, town, garden.

A noun can name a thing or things: rain, horse, days, sunshine, corn, foot. The names of colors are nouns, too: red, green, yellow.

A noun can name an idea: wisdom, love, hate, pain, fear, liberty, freedom.

All of these nouns are called **common** nouns.

Put a line under all of the common nouns in this story about Pueblo hunters. There are 20 common nouns.

All hunters of the Pueblo tribes made bowguards. These guarded their left wrists from the pain of the snapping bowstring. Bowguards were made from pieces of tough leather. The leather came from the hide of antelope, buffalo, wildcat, or mountain lion. The hunter tied the bowguard around his arm with a strip of leather.

Pueblo Crafts
Ruth Underhill

I.A.1 Common and proper nouns

The name of one special person or group of people, one special place, or one special thing is called a **proper noun.** Your name is a proper name.

People: **Arlene** is a person.
Lagunas are a tribe.

Places: **Mexico** is a country.
The **Pima Reservation** is a place.

Things: **December** is a month of the year.
Sunday is a day of the week.
The **Colorado River** is a river.

Remember that all proper nouns start with a capital letter.

Now, you write a proper noun on the lines below, for each item.

1. The name of a person: _____
2. The name of a tribe: _____
3. The name of a place: _____
4. The name of a month of the year: _____

I.A.1. Common and proper nouns

Here is a story about Hopi religious dances. There are common nouns and proper nouns in this story. Write all the proper nouns on the lines under the list called Proper Nouns. Write all the common nouns under the list called Common Nouns.

The Hopis still have many religious dances during the year. They have more dances than any other tribe in the Southwest. Dances of the Kachinas are held from January until July. Other dances, like the Snake Dance, start in August. They end in December. These rites are prayers for rain, good crops, and health for the Hopis and all people.

Southwestern Indian Tribes
Tom Bahti

Fill in the blanks below with the nouns in the story. You must decide if they are a proper noun or a common noun.

Proper Nouns		Common Nouns	
1.	_____	11.	_____
2.	_____	12.	_____
3.	_____	13.	_____
4.	_____	14.	_____
5.	_____	15.	_____
6.	_____	16.	_____
7.	_____	17.	_____
8.	_____	18.	_____
9.	_____	19.	_____
10.	_____	20.	_____

I. PARTS OF SPEECH

A.2. Singular and plural nouns

All nouns name people, places, things, or ideas.

A **singular** noun names only one person, place, thing, or idea.

A **plural** noun names more than one.

Usually, you add **s** to the singular noun to make the plural.

Singular (one)	Plural (two or more)
arrow	arrows
basket	baskets
star	stars
fear	fears

Write the plurals of these words by adding **s.**

	Singular	Plural
1.	feather	_____
2.	drum	_____
3.	chant	_____
4.	star	_____
5.	trail	_____
6.	bear	_____

I.A.2. Singular and plural nouns

Rule #1: When a word ends in **s, ss, ch, sh, z,** or **x,** you add **es** to make the plural.

Singular	Plural
bus	buses
glass	glasses
peach	peaches
buzz	buzzes

Write the plurals of these words by adding **es.**

Singular	Plural
7. crash	_____
8. watch	_____
9. fox	_____
10. brush	_____
11. loss	_____
12. gas	_____

I.A.2. Singular and plural nouns

Rule #2: When a word ends in **y** that comes after a, e, i, o, or u, you add **s** to make the plural.

Singular	Plural
boy	boys
day	days
key	keys

BUT, if a word ends in a **y** that comes after any letter except a, e, i, o, u, you must change the **y** to **i**, and then add **es**

Singular	Plural
sky	skies
city	cities
berry	berries

Write the plurals of these words. Remember the rule!

	Singular	Plural
1.	family	_____
2.	ray	_____
3.	pony	_____
4.	country	_____
5.	story	_____
6.	fly	_____
7.	donkey	_____
8.	valley	_____

I.A.2. Singular and plural nouns

Rule #3: When a word ends in **o** that comes after a, e, i, o, u, you make the plural by adding **s.**

Singular	Plural
radio	radios
zoo	zoos

BUT, if a word ends in **o** that comes after a consonant, you make the plural by adding **es.**

Singular	Plural
potato	potatoes
zero	zeroes

Write the plurals of these words.

	Singular	Plural
1.	rodeo	_____
2.	tomato	_____
3.	zoo	_____
4.	stereo	_____
5.	zero	_____
6.	potato	_____

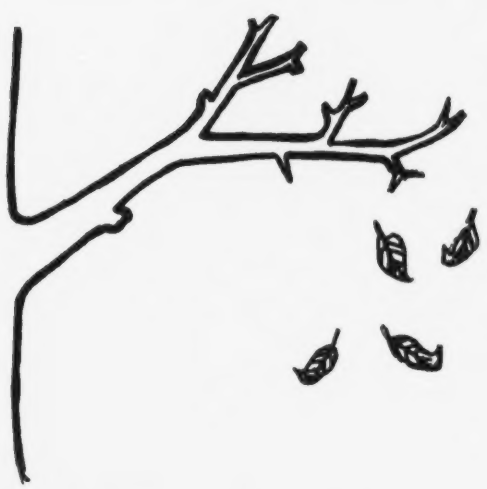
I.A.2. Singular and plural nouns

Rule #4: When a word ends in **f** or **fe**, you usually add an **s** to make the plural.

Singular	Plural
staff	staffs
roof	roofs

BUT, there is a small group of words where the **f** or **fe** is changed to a **v.** You must add **es** to make the plural. Here are some of those words.

Singular	Plural
calf	calves
half	halves
leaf	leaves
self	selves
shelf	shelves
thief	thieves
wolf	wolves
life	lives
wife	wives
loaf	loaves
knife	knives



I.A.2. Singular and plural nouns

Write the plurals of these words.

Singular	Plural
7. wolf	_____
8. bluff	_____
9. life	_____
10. chief	_____
11. thief	_____
12. belief	_____
13. staff	_____
14. sheriff	_____
15. calf	_____
16. knife	_____
17. loaf	_____
18. self	_____
19. half	_____
20. leaf	_____

I.A.2. Singular and plural nouns

Some nouns are the same in the singular and the plural.

Singular	Plural
sheep	sheep
elk	elk
swine	swine
fish	fish
deer	deer
trout	trout
moose	moose

Some nouns change spelling to form the plural.

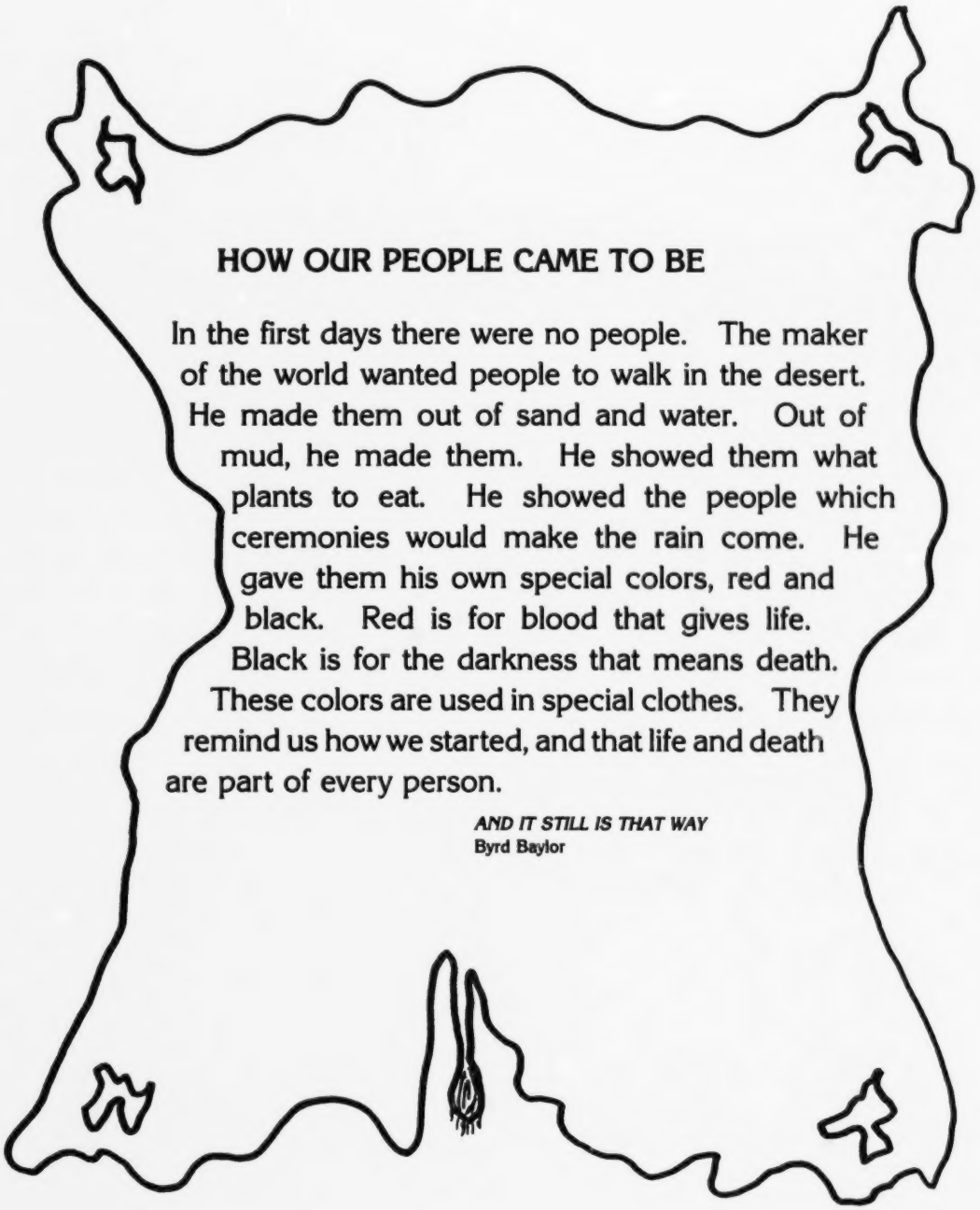
Singular	Plural
woman	women
man	men
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice
ox	oxen

Write the plurals on the line.

1. moose _____
2. woman _____
3. elk _____
4. ox _____
5. man _____
6. tooth _____

I.A.2. Singular and plural nouns

The story below is part of the Quechan creation story. Draw one line under each singular noun in the story. Draw two lines under each plural noun. There are 28 nouns in the story.



HOW OUR PEOPLE CAME TO BE

In the first days there were no people. The maker of the world wanted people to walk in the desert. He made them out of sand and water. Out of mud, he made them. He showed them what plants to eat. He showed the people which ceremonies would make the rain come. He gave them his own special colors, red and black. Red is for blood that gives life. Black is for the darkness that means death. These colors are used in special clothes. They remind us how we started, and that life and death are part of every person.

AND IT STILL IS THAT WAY
Byrd Baylor

I. PARTS OF SPEECH

A.3. Noun used as a subject

You have already learned that nouns name things and can be common or proper, or singular or plural, like these.

desert	Phoenix
baby	freedom
villages	Gila River
Jacob	town

Nouns have work that they do in sentences. A noun that is the doer of the action is called the **subject.** For example, look at this sentence.

Melvin ran.

What is happening in this sentence? What is the action? Did you say ran or running? Good. Ran is the action part of the sentence. Look at the sentence again. Who is the doer of the action? Did you say Melvin? Good. Melvin is the doer, or **subject,** of this sentence. In many sentences, the doer or subject is a noun. Look at this sentence:

Jacob lives in the village

What is the action of this sentence? What is happening? Did you say lives or living? Good. There are two nouns in this sentence, Jacob and village. Ask yourself who or what lives? It is Jacob. Jacob is the subject of this sentence.

Any noun, common or proper, singular or plural, can be the subject of a sentence.

I.A.3. Noun used as a subject

Look at this sentence and answer the questions.

The spotted horse stepped into the stream.

1. What is happening in the sentence (action word)?

   _____

2. What are the nouns in this sentence? _____

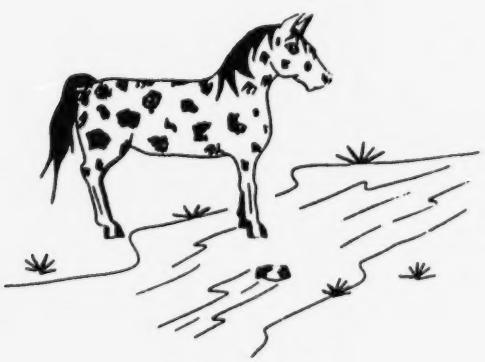
   _____

3. Who or what is the doer in this sentence? _____

   _____

4. Which noun is the subject of this sentence? _____

   _____



I.A.3. Noun used as a subject

So, to find out if a noun is the subject in a sentence, you ask these questions:

1. What is happening in the sentence?
   Look for the action word.

2. Who or what is the doer of the sentence?
   Look for the nouns.

3. Who or what is the sentence about?
   Decide which noun is the subject.

Put a line under the subject noun in each of these sentences. Remember to ask the questions above.

1. The men of the village made their own weapons.

2. The desert wild flowers covered the canyon.

3. Corn grew in the dry desert without much rain to water it.

4. The Navajo Reservation is located in northern Arizona.

5. Colors had special meaning for the Pomo basketmakers.

6. Red was a symbol of bravery.

7. Success was shown by yellow.

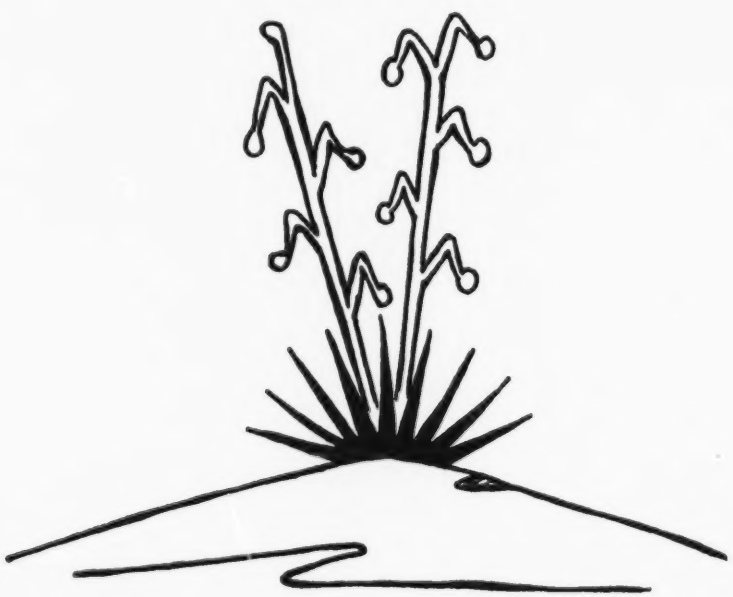
8. Blue was a symbol of cruelty.

I.A.3. Noun used as a subject

Choose a noun from the list to be the subject of the sentences below.

Pimas	women	Uncle Harry
plants	Colorado River	Rain
Baskets	Freedom	

1. The _____ planted crops of corn, beans, and pumpkins.
2. Wild _____ provided some food for the Pimas.
3. The _____ gathered wild plants to eat.
4. _____ of yucca fiber were made by the women.
5. _____ drove his pick-up truck into the ditch.
6. _____ falls mostly in the summer.
7. The _____ flows through the Grand Canyon.
8. _____ is worth fighting for.



I.A.3. Noun used as a subject

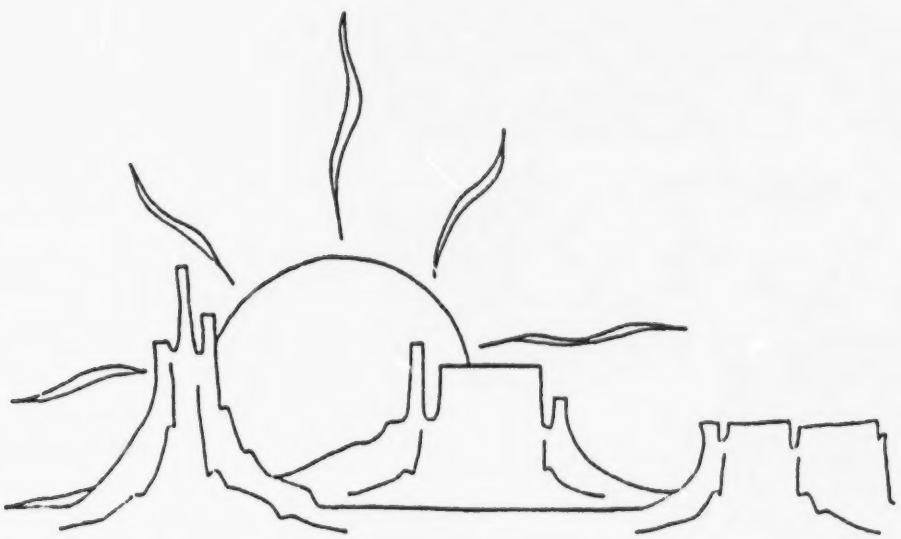
Now, you think of a noun for each sentence below and write it in on the line provided.

9. The _____ shines brightly in the desert.

10. _____ is my favorite color.

11. _____ makes the best tortillas.

12. _____ have wooly coats.



I. PARTS OF SPEECH

A.4. Forming possessive nouns

You have already learned that nouns name people, places, things, or ideas. A noun can come together with another noun in a special way. One noun can belong to another noun, like

the boy's coat

This is a short way of writing

the coat that belongs to the boy

You use an apostrophe (') plus an s **('s)** after the first noun to show that it owns the second noun.

Here are some other examples:

the dog's tail (the tail of the dog)

Rena's house (the house that belongs to Rena)

the mesa's edge (the edge of the mesa)

There are some rules about adding the apostrophe plus the s **('s)** to a noun to show that something belongs to it.

Rule #1: Add an apostrophe plus an s **('s)** to a singular noun.

Harry's office (the office that belongs to Harry)

the cat's claws (the claws of the cat)

the coyote's howl (the howl of the coyote)

I.A.4. Forming possessive nouns

Now, you add the apostrophe plus the s **('s)** to these nouns.

1. Ann _____ new dress
2. the singer _____ voice
3. the snake _____ skin
4. the child _____ doll
5. the lady _____ purse
6. the rancher _____ sheep
7. Dawn _____ rifle
8. the man _____ hat

Rule #2: Add just an apostrophe (') to plural nouns that end with s.

the boys' books (the books that belong to the boys)

the babies' cradleboards (the cradleboards that belong to the babies)

the ponies' hoofs (the hoofs of the ponies)

I.A.4. Forming possessive nouns

Now, you do these. Write the word with the apostrophe after it on the line.

9. students _____
10. chiefs _____
11. thieves _____
12. plants _____
13. cows _____
14. eagles _____
15. cars _____
16. Navajos _____

Rule #3: Add an apostrophe plus an s **('s)** to a plural noun that does not end in s.

the men's hats (the hats that belong to the men)

the deer's antlers (the antlers of the deer)

the oxen's pen (the pen of the oxen)

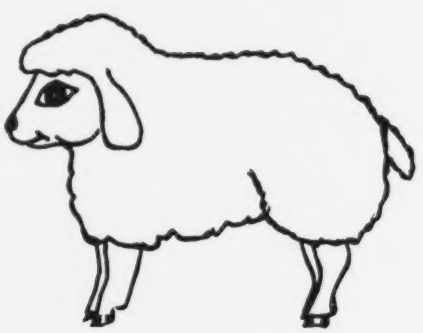
Write each of these words with the apostrophe plus the s **('s)** on the line.

17. trout _____
18. geese _____
19. women _____
20. elk _____

I.A.4. Forming possessive nouns

Read the sentences below. Put a circle around the right word.

1. Did the two (womens', women's) husbands leave for work?
2. The (sheep's, sheeps') wool was very long and thick.
3. Those (Apache's, Apaches') homes are in the White Mountains.
4. (Gus's, Gus') dancing is well known in Arizona.
5. The (councilmens', councilmen's) seats are reserved in the council house.
6. A (bird's, birds') nest was found in the tree.
   be heard across the canyon.
7. The (rancher's, ranchers') home was on the mesa.
8. The (lady's, ladies') hair is long.



I. PARTS OF SPEECH

B.1. Pronouns used as nouns

A **pronoun** is a word that can take the place of a noun. A pronoun is used in a sentence so that a noun does not have to be used over again.

Fred owns a truck. He drove to Zuni for the weekend.

The word he is a pronoun. In this sentence, He takes the place of Fred. Other pronouns are: **I, you, he, she, it, we,** and **they.**

Use **I** when talking about yourself.
I live in Acoma.

Use **you** when talking to someone else, or a group of people.
You may have the burden basket.
You will all have to stay here.

Use **he** when talking about a male and **she** when talking about a female.
He can smoke in the kiva.
She is from Taos.

Use **it** when talking about something that is neither male nor female.
It is an old truck.

Use **we** when talking about yourself and someone else.
We will both go to the rite.

Use **they** when talking about two or more people or things.
They believe the kachinas live on the San Francisco Peaks.
They are beautiful horses.

I.B.1. Pronouns used as nouns

Write the correct pronoun for each sentence.

1. _____ is the girl from Zia.
   (He, She)

2. Can _____ all go to the pow-wow?
   (they, I)

3. _____ makes beautiful jewelry.
   (He, It)

4. Tell the boy that _____ will run next.
   (she, he)

5. _____ is a colorful rug.
   (It, You)

6. Will _____ speak at the next meeting?
   (you, it)

7. _____ make good cornbread.
   (I, It)

8. Ask the girl if _____ can ride.
   (he, she)

I.B.1. Pronouns used as nouns

On the line to the right, write a pronoun that can be used in place of the underlined noun(s) in each sentence. The first one is done for you.

1. Helen and Bill live near the Salt River. ___They___
2. Albert won his event at the rodeo. _____
3. The corn is ready to harvest. _____
4. Sara and I are planning a trip to Mesa Verde. _____
5. Will Frank and Henry go hunting with you? _____
6. Corn and squash were dried and stored away for winter. _____
7. Susan, Gary, and I attended a boarding school off the reservation. _____
8. Geronimo was captured in 1886. _____

I. PARTS OF SPEECH

B.2. Pronouns used as question words

Some other pronouns that can take the place of nouns are **who, what,** and **which.** These pronouns are used to ask a question.

Use **who** when asking about a person or persons.

Who is the tall dancer?
(A dancer is a person)

Use **what** and **which** when asking about places, things, and animals.

What is your name?
(A name is a thing)

Which is your horse?
(A horse is an animal)

Which is used to show which one.

Choose the correct pronoun for each sentence. Write the word on the line.

1. _____ of these shirts do you like best?
   (Who, Which)

2. _____ will perform the Night Chant?
   (What, Who)

3. _____ is the name of the rite?
   (What, Who)

4. _____ owns this goat?
   (Which, Who)

I.B.2. Pronouns used as question words

5. _____ of the dancers is the best?
   (Who, Which)

6. _____ can Barbara bring to eat?
   (What, Who)

7. _____ will drive us to town?
   (Who, Which)

8. _____ is the fastest horse here?
   (Who, Which)

Write the correct pronoun — **who, what,** or **which** — for each of these questions.

1. _____ is the man cutting wood?

2. _____ did you do today?

3. _____ can you do to help?

4. _____ made this kachina?

5. _____ is your mother's name?

6. _____ is the best costume?

7. _____ can ride this horse?

8. _____ of these trucks belongs to Hank?

I. PARTS OF SPEECH

C.1. Simple verb tenses

You will recall that a **verb** is a word that shows action.

I sing	you walked
he dances	they hunted

A verb can also show the time of the action. The verb tense tells you when the action happens. To show different times, a verb has different tenses. The simple verb tenses are **present, past,** and **future.**

Action which goes on every day or just in general is called the **present** tense.

I drive my truck to work.
He works in town.
They own many sheep.

The present tense of a verb is used like this.

Singular	Plural
I hunt	we hunt
you hunt	you hunt (as in all of
he, she, it	you)
hunts	they hunt

Note that an **-s** is added to the verb when it is used with **he, she,** or **it.** This is true for all verbs in the present tense.

He works
She writes
It shines

I.C.1. Simple verb tenses

Action which has already happened and has ended is called the **past** tense.

I talked to him yesterday.
She worked all of last week.
We played basketball last night.

The past tense is formed by adding **-ed** to the verb. The past tense is used like this.

Singular	Plural
I hunted	we hunted
you hunted	you hunted
he, she, it hunted	they hunted

Note that in the past tense the verb does not change for he, she, or it.

Action that has not happened yet, but will happen sometime in the future, is called the **future** tense.

I will go next year.
It will happen again.
They will sing later.

The future tense is formed by using will in front of the verb.

Singular	Plural
I will hunt	we will hunt
you will hunt	you will hunt
he, she, it will hunt	they will hunt

Note that in the future tense, the verb does not change with he, she, or it.

I.C.1. Simple verb tenses

On the line at the right, tell if the action in each sentence is happening in the present, the past, or the future. The first one is done for you.

1. He planted corn in his field. ___past___
2. I played on the basketball team. _____
3. They share the squash and beans. _____
4. We will raise the orphaned colt. _____
5. Pauline voted in the last council elections. _____
6. Sharon and Harry will shear the sheep tomorrow. _____
7. Frank carves beautiful animal figures. _____
8. I finished the rug last night. _____

I.C.1. Simple verb tenses

Many verbs in English do not form the past tense by adding **-ed** to the verb. These are called **irregular verbs.** Irregular verbs have their own special form for the past tense.

Here is a list of common irregular verbs. The only way to remember the past tense form of these verbs is to memorize it. Study this list until you know it.

Present	Past	Present	Past
are	were	hide	hid
am, is	was	hold	held
become	became	know	knew
begin	began	lay	laid
bend	bent	lead	led
blow	blew	pay	paid
break	broke	rise	rose
catch	caught	raise	raised
choose	chose	see	saw
dig	dug	sing	sang
do	did	sleep	slept
draw	drew	speak	spoke
drink	drank	strike	struck
eat	ate	swim	swam
fly	flew	take	took
forgive	forgave	tear	tore
freeze	froze	tell	told
go	went	throw	threw
grow	grew	wear	wore
hear	heard	write	wrote

I.C.1. Simple verb tenses

Write in the missing tense for each verb. The first one is done for you.

	Present	Past
1.	pay	paid
2.		drew
3.	tell	
4.	hide	
5.		struck
6.	freeze	
7.		bent
8.		went
9.	am	
10.	choose	
11.		wore
12.	do	
13.		tore
14.	grow	
15.		drank
16.	hear	

I.C.1. Simple verb tenses

Change the verb in each sentence to the past tense. The first one is done for you.

1. I catch rabbits in a trap. caught
2. He speaks in a low voice. _____
3. She sings softly. _____
4. John tells long stories. _____
5. I am a slow runner. _____
6. Marie holds the sleeping baby. _____
7. That horse throws every rider. _____
8. The wind blows the dust around. _____
9. The lake freezes over in winter. _____
10. The sun rises every morning. _____
11. The children draw pictures in the dirt. _____
12. I know the tribal chairman. _____

I. PARTS OF SPEECH

C.2. Helping verbs

You have seen that a verb can be a single word such as run, sings, or pray. Sometimes, the verb will have more than one word like will run, shall sing, or will pray. The words will and shall are called **helping verbs** because they help the main verb. The main verb can have one or more helping verbs in front of it.

Here is a list of the most common **helping verbs.**

be	was	had	should	must
is	were	will	could	do
am	has	can	would	did
are	have	may	might	does

A main verb with one or more helping verbs can look like this.

has broken	can be seen
will be worn	would like
have worked	does go

The **main verb** is always the **last** word in the verb.

Put a line under the main verb in the sentence. Write the helping verb(s) on the line at the right. The first one has been done for you.

1. Melvin will be leaving early in the morning. will be
2. I can go hunting with you next week. _____
3. She is going to Gallup today. _____
4. I might win this race. _____

I.C.2. Helping verb

5. The eagle has flown to the nest. _____

6. From the edge of the mesa, I can see for _____ miles.

7. The bobcat cubs are growing fast. _____

8. He should have attended the council _____ meeting.

Underline the main verb and helping verb(s) in each sentence. The first one is done for you.

1. Each Papago village <u>was led</u> by a headman called "The Keeper of the Smoke."

2. The pueblo of Santa Clara was built in the 14th century.

3. The Anasazi had left Mesa Verde by 1300 A.D.

4. The Hohokam ruins of Snaketown are located south of Phoenix.

5. In Zuni, the Shalako ceremony usually is held in early December.

6. Coronado thought he had found the seven cities of Cibola.

7. The Girl's Puberty Rite is important to the Apaches.

8. Only Tewa Indians are allowed at the San Juan Rain-Power Ceremony.

I. PARTS OF SPEECH

D.1. Descriptive adjectives

As you may recall, a word that describes a noun is called an **adjective**. An adjective can often answer the question **what kind?**

a tall man	a hot day
a blue shirt	a happy child
a fast horse	a sleepy girl
a round pole	a loud noise

Sometimes, two or more adjectives are used to describe a noun.

the icy, blue water
a lazy, yellow cat
the tall, Apache man
a dark, misty day

Choose an adjective to describe the noun in each item below. Use a word from this list or one of your own. Do not use the same words over again.

blue	large	pretty	dry	high
gray	small	woven	hot	cool
dark	tall	red	sunny	shady

1. The _____ house
2. The _____ boys
3. A _____ sky
4. The _____ baskets
5. A _____ tree
6. The _____ desert
7. A _____ mountain
8. A _____ stream

I.D.1. Descriptive adjectives

Find the words that describe the nouns in each of these sentences. Draw a circle around the adjective and put a line under the noun it describes. The first one has been done for you.

1. The sleepy dog slept under the tall, shady tree.
2. The old, rusty rifle was left in a dark corner of the room.
3. The black horse stopped to drink the clear, cool water.
4. The tired children slept on the soft, white sheepskin.
5. The hot sun beat down on the dry, barren land.
6. Only small, desert creatures now live in the old, weathered ruins.
7. Soft, wispy clouds drifted across the blue sky.
8. The faded, blue shirt was hung by the warm fire to dry.
9. At the foot of the stone cliff, a small spring bubbled up from under the ground.
10. The old potter shaped the round bowl with her skilled hands.
11. The long, narrow leaves of the yucca plant have sharp, pointed tips.
12. The dry, desert wind whipped the sand into a large dust cloud.

I. PARTS OF SPEECH

D.2. Adjectives indicating number

So far, you have learned about adjectives that describe nouns: a fast horse, a hot day. Another kind of adjective tells you the number of nouns. It will answer the question **How many?** Words like, **some, many, five, any, each,** and **both** are adjectives that show **how many.**

some boys	ten trucks	each girl
every man	many people	few friends

The adjectives **each, every,** and **one** are only used with singular nouns.

each star	every day	one room

Underline the adjectives in each sentence that tell how many.

1. Many homes were damaged in the storm.
2. Frank paid ten dollars for his new shirt.
3. I saw several boys climbing the cliff.
4. Any woman can enter the contest.
5. It rained for two days.
6. Every girl in her family learned to weave.
7. A few people came to the meeting.
8. Both trucks needed to be fixed.

I.D.2. Adjectives indicating number

Write an adjective that tells how many for each noun below. Use as many different ones as you can think of.

1. _____ beavers
2. _____ men
3. _____ mesas
4. _____ bird
5. _____ day
6. _____ tribes
7. _____ women
8. _____ melons
9. _____ raccoons
10. _____ Kachinas
11. _____ dancers
12. _____ grandmothers
13. _____ trips
14. _____ forest
15. _____ year
16. _____ crops

Now you have learned about adjectives that describe nouns and adjectives that tell the number of nouns. In this exercise, underline all the adjectives in each sentence. The first one is done for you.

1. Tom took three ripe melons to his sick friend.
2. The mother wolf had five frisky pups in her litter.
3. Several men tried to herd ten wild horses into the corral.

I.D.2. Adjectives indicating number

4. Clara can make three beautiful pots every week.

5. The dark, heavy clouds looked like they would burst at any minute.

6. Each girl was dressed in a white buckskin dress for the ceremony.

7. Many dancers wore bright, colorful costumes.

8. My family harvested two fields of corn and one field of squash.

I. PARTS OF SPEECH

E.1. Adverb as modifier of verb

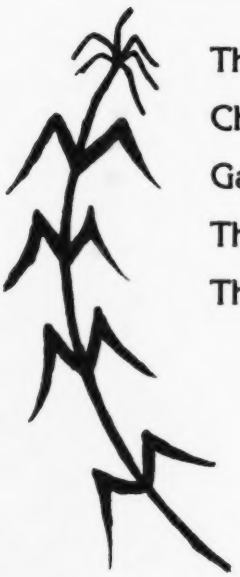
You have already learned about some different parts of sentences, like subjects and verbs. In this lesson you will learn about another sentence part called the **adverb.** Look at this sentence.

James ran quickly.

You know that James is the subject and ran is the verb. What about that other word? What does it do in this sentence? Did you say that it tells how James ran? Good! That is what many adverbs do. Adverbs can be used to tell more about or to describe the action words in sentences.

Many adverbs, but not all of them, end in **ly.** Adverbs are often written after the verb that they describe.

In the sentences below, the verbs are underlined. The adverbs that explain or describe them are in bold type.



The bear growled **fiercely.**

Chief Little Cloud sang **loudly.**

Gary **often** hunted with his father.

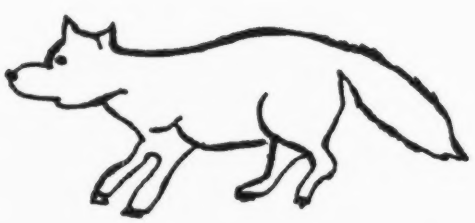
The fire burned **brightly.**

The squash **finally** dried.

I.E.1. Adverb as modifier of verb

Underline the adverbs in these sentences. The first one has been done for you.

1. Chief Thunderbolt spoke <u>wisely</u>.
2. Coyote growled suddenly at the rabbit.
3. Carol's horse galloped swiftly.
4. Speak politely to your grandmother.
5. You must try hard in school.
6. The kachina danced slowly.
7. Mother scolded the dogs sharply.
8. Jacob finally trapped the badger.
9. Tribal members often traded at local trading posts.
10. The smoke from the pipe rose thickly.



I.E.1. Adverb as modifier of verb

Underline the adverb in each sentence. Write the verb it describes on the line. The first one has been done for you.

	VERB
1. Snow fell <u>silently</u> into the canyon.	fell
2. The men planted the rows of corn evenly.	
3. The medicine man made the sandpainting carefully.	
4. Stew simmered slowly on the stove.	
5. A rabbit jumped suddenly from behind the brush.	
6. The Apaches fled swiftly across the border.	
7. Stella sang sweetly enough to please all the listeners.	
8. The black cat stretched lazily.	
9. They have already left.	
10. We divided the corn evenly.	

I. PARTS OF SPEECH

E.2. Adverbs and adjectives

You have learned that adjectives describe nouns. They often tell **what kind.**

Adverbs can describe verbs and tell **how, when, where, how often,** or **how much.** Sometimes adjectives and adverbs look a little alike.

The bad dog bit the girl. (bad is an adjective that tells what kind of dog)

Dave drove badly after the wreck. (badly is an adverb telling how Dave drove)

The warm sun felt wonderful. (warm is an adjective that tells what kind of sun)

She smiled warmly at the child. (warmly is an adverb that tells how she smiled)

There are other adverbs and adjectives that are often confused. Here are some examples.

ADJECTIVE	ADVERB
quiet	quietly
real	really
careful	carefully
poor	poorly
slow	slowly
sure	surely
easy	easily
eager	eagerly
good	well

Remember that most, but not all, adverbs have **ly** at the end.

I.E.2. Adverbs and adjectives

Circle the correct adjective or adverb form in these sentences. The noun or verb being described is underlined.

1. A (loud, loudly) crash woke us up.
2. Be sure to drive (careful, carefully).
3. Rena cooks (good, well).
4. Rena is a (good, well) cook.
5. She reads (poor, poorly).
6. The (mean, meanly) dog ran away.
7. Those are (awful, awfully) tortillas!
8. They picked the cactus fruit (easy, easily).
9. The (slow, slowly) horse walked across the trail.
10. We drove (slow, slowly) through the creek.
11. The eagle flew (silent, silently) over our heads.
12. The sounds of thunder were (loud, loudly) during the rain.

I.E.2. Adverbs and adjectives

Decide if the underlined word is an adjective or an adverb. Write your answer on the line.

1. The chief spoke <u>quietly</u>. _____
2. There is <u>real</u> butter in the refrigerator. _____
3. Rena is a <u>good</u> weaver. _____
4. The <u>fierce</u> bear growled at the rancher. _____
5. The bear growled <u>fiercely</u>. _____
6. Arlene arrived <u>late</u>. _____
7. This is an <u>easy</u> book to read. _____
8. You have to drive <u>slowly</u>. _____

I. PARTS OF SPEECH

F.1. Time word prepositions

Some special words are used to tell you when something happens. They are called **time words.** These words can be hard to understand unless you study them. The time words you will study in this lesson are: **after, before, since,** and **until.**

After: first one thing happens, then, another thing happens.

I came home at three o'clock.
He came home at four o'clock.
So, he came home **after** me.

First, I must get my GED.
Then, I can get a good job.
I can get a good job **after** I get my GED.

Before: in the past.

First, Madonna lived in Winslow.
Then, she moved to Phoenix.
So, Madonna lived in Winslow **before** she moved to Phoenix.

Since: from a past time to the present.

Dave left last week.
He hasn't come back.
So, Dave has been gone **since** last week.

I.F.1. Time word prepositions

Until: up to the time of.

I need to call Harry.
Harry gets home at eight o'clock.
So, I must wait **until** eight o'clock to call Harry.

Put a line under the time word in each sentence.

1. After dinner, they are going to the movies.

2. The coyote tracked the sheep until dark.

3. We have not seen eagles here before.

4. Stella has lived with her grandmother since 1969.

5. Since Lance was a baby, he has hated milk.

6. Before the whiteman came, the Indians did not know about peaches.

7. After the Long Walk, the Navajos had to stay at Ft. Sumner.

8. We can't go home until we finish our work.

I.F.1. Time word prepositions

Choose the answer that explains the underlined word.

1. Harry won't be here <u>until</u> 10 o'clock.
   a. Harry will be here at 9 o'clock.
   b. Harry isn't coming here.
   c. Harry will be here at 10 o'clock, but not before that.

2. A rainbow comes out <u>after</u> a rain.
   a. A rainbow comes out when it is raining.
   b. A rainbow comes out before a rain.
   c. When it stops raining, the rainbow comes out.

3. The Havasupai cut the rind off the squash <u>before</u> they dried it.
   a. They dried the squash first, then they cut off the rind.
   b. They cut the rind off, then dried the squash.
   c. They cut the rind off, then they ate the squash.

4. Irwin has been a welder <u>since</u> 1980.
   a. Irwin became a welder in 1980, and he still is a welder.
   b. Irwin was a welder in 1970.
   c. Irwin will always be a welder.

UNIT I POST-TEST: PARTS OF SPEECH

Underline the common and proper nouns in this story.

1–12:

There are many reservations in Arizona. The Hopis are neighbors to the Navajos who have the largest reservation. The Quechans have a reservation in Yuma, and the Havasupai live in Havasu Canyon. The Tohono O'Odham live close to Mexico.

Write the plural form of these words.

13. lady _____

14. fly _____

15. deer _____

16. wolf _____

Write the possessive form of these nouns.

17. men _____

18. bird _____

19. Apaches _____

20. Harry _____

Underline the noun subject in each sentence. On the blank line write a pronoun that can be used in place of the noun you underlined.

	Pronoun
21. The Pimas planted corn and beans.	_____
22. Dave works in Flagstaff.	_____
23. The mare jumped the fence and ran away.	_____
24. The cornbread is good.	_____

Write a question word pronoun in the blank space. Use **who, what,** or **which.**

25. _____ is the owner of this ranch?

26. _____ will we eat for dinner?

27. _____ of these kachinas is Mudhead?

Write in the missing tense for each verb.

	PRESENT	PAST
28.	fly	_____
29.	_____	drank
30.	lead	_____
31.	tear	_____
32.	_____	learned

Underline the main verb and helping verb(s) in each sentence.

33. Sandals were always worn by the Pueblos of the desert.

34. The coyote might not see us behind this rock.

35. Dave has been waiting for over an hour.

36. Arlene has made jewelry for several years.

Underline the descriptive adjectives and the adjectives indicating number in this passage.

37–48:

Native Americans have always been good singers. Many songs are prayers. Some prayers are sung to a special spirit. Hunting songs are common among all tribes. Soft songs are sung to sleeping babies. Brave men are honored with new songs. Noise rattles and drums are used with the tribal songs.

Indian Music Makers
Robert Hofsinde

Underline the adverbs that describe verbs in these sentences.

49. The mountain lion growled fiercely.

50. Dave finally shot the wolf.

51. The sheep grazed slowly.

52. The young girls work quietly.

Put a circle around the correct adverb or adjective in these sentences.

53. Sandra drove (slow, slowly) in the fog.

54. The students finished their work (easy, easily).

55. The (quick, quickly) coyote ran from the rancher.

56. Irvin (real, really) frightened me when he came in late.

Choose the answer that explains the underlined word.

57. The Hopis cook the cornmeal before they make it into piki bread.

    a. First, they make the piki bread, then they cook the cornmeal.
    b. First, they eat the piki bread, then they cook the cornmeal.
    c. First, they cook the cornmeal, then they make it into piki bread.

58. We are going home after the dance.

    a. First, we are going to the dance, then we are going home.
    b. First, we are going home, then we are going to the dance.
    c. We are going to the dance, then we are going to Phoenix.

59. We won't be finished until 5:00 o'clock.

    a. We will be finished at 4:00 o'clock.
    b. We won't ever finish.
    c. We will finish at 5:00 o'clock, but not before then.

60. Margery has lived in Yuma since 1975.

    a. Margery has always lived in Yuma.
    b. Margery lived in Yuma in 1975 and she still lives there.
    c. Margery will always live in Yuma.

UNIT II

II. SENTENCE STRUCTURE

A. *Types of simple sentences*

Most of the time when you speak or write, you express your thoughts in sentences. A sentence is a group of words that has one whole thought. There are four kinds of sentences: **statement, question, command,** and **exclamation.**

A statement is a telling sentence. It gives you information about something. Every statement begins with a capital letter. Every statement ends with a period **(.)**. These are statements:

The snow is very wet.
Stella is a Navajo.
I don't like tortillas.

A question is an asking sentence. It asks you for information. Every question starts with a capital letter. Every question ends with a question mark (?). These are questions:

Where is the rodeo?
Are you Hopi?
May I buy this book?

Every question has a statement for its answer.

Is there a rodeo next week? (question)
There is a rodeo next week. (statement)

Where does Evelyn live? (question)
Evelyn lives on the Hopi Reservation. (statement)

II.A. Types of simple sentences

Match the answers from list **B** to the questions in list **A.** Put the letter of the answer on the blank line.

A	B
_____ 1. How did James learn to dance?	a. The boys go to school in Montana.
_____ 2. Why did the Hopis hunt rabbits?	b. I can eat five tortillas.
_____ 3. When did the singer start the pow wow?	b. Grandfather taught James to dance.
_____ 4. Where do the boys go to school?	d. The Hopis hunted rabbits for food.
_____ 5. How many tortillas can you eat?	e. The ranch is ten miles away.
_____ 6. How far is the ranch from here?	f. The singer started the pow wow at sunset.
_____ 7. Do your grandparents live in Gallup, New Mexico?	h. Lance is a good shot.
_____ 8. Is Lance a good shot?	i. My grandparents don't live in Gallup.

II.A. Types of simple sentences

A command is a directing sentence. A directing sentence tells or requests someone to do something. Every command starts with a capital letter. Every command ends with a period **(.)**. These are commands:

Bring me that plate.
Turn to page seven.
Open the door, please.

An exclamation is an exclaiming sentence. An exclaiming sentence shows surprise or strong feeling. An exclaiming sentence can show fear, anger, happiness, surprise, excitement, love, or admiration. Every exclamation starts with a capital letter. Every exclamation ends with an exclamation point **(!)**. These are exclamations:

What a great game!
Help!
That makes me so mad!

Read the sentences below. Put an **E** on the line if the sentence is an exclamation. Put a **C** on the line if the sentence is a command. The end marks have been left out.

_____ 1. What a wonderful surprise

_____ 2. Get me a towel, please

_____ 3. Turn down that loud music

_____ 4. Watch out

_____ 5. It's a boy

_____ 6. Go to the store for me, Sam

II.A. Types of simple sentences

Read the sentences below. Put an **S** on the line if the sentence is a statement. Put a **Q** on the line if it is a question. Put an **E** on the line if it is an exclamation. Put a **C** on the line if it is a command. The marks at the ends of the sentences have been left off. You must read carefully to decide which kind of sentence it is. The first one has been done for you.

E 1. What a mess!

_____ 2. Did Arlene move to Phoenix

_____ 3. Evelyn is a good cook

_____ 4. Call the doctor quickly

_____ 5. Why are you so late

_____ 6. My brother-in-law is Hopi

_____ 7. Is there a dance tonight

_____ 8. Look at that eagle soar

_____ 9. I can see the peaks from here

_____ 10. Rena has a blue pick-up truck

_____ 11. Are you mad at me

_____ 12. Turn left at the next corner

_____ 13. Where do the Kachinas live

_____ 14. Drop that gun

II. SENTENCE STRUCTURE

B. *Subject and predicate*

You have learned that a sentence has one whole thought or idea. Every sentence has an **action** or verb that tells you what is happening. This part of the sentence is called the predicate. There is also a **doer** (or subject) of the action in every sentence. The subject is what the sentence is about. The action or predicate tells something the subject is or does.

You have already learned how to find the subject by looking for the noun that names what the sentence is about.

The subject can be one word, or a group of words. The subject in these sentences is underlined.

The old chief had six tall sons.

California is a state on the coast.

The beautiful sunset filled the sky with colors.

Dr. Maria Sanchez visits the reservation on Saturdays. (The subject of this sentence is more than one word because it is the complete name of a person.)

The action or verb (predicate) of the sentence can also be one word, or a group of words. The verb is made up of the main verb plus all the helping verbs. The verb is underlined in each of the following sentences.

The deer ran swiftly away.

My grandmother should have written a book about her life.

Our cousins will attend the sunrise dance.

The old truck stopped.

II.B. Subject and predicate

In the following sentences, look for the subject and underline it. Then, look for the verb and circle it. The first one is done for you.

1. Melvin works for Arizona State University.
2. The coyote was captured by the young boy.
3. An eagle was flying high over the canyon.
4. The Pimas made their own string for weaving.
5. The Havasupai dried squash to eat in the winter.
6. Pueblo Bonito is an old ruin in the desert.
7. A rainbow appeared shortly after the storm.
8. You can eat some types of cactus.
9. The people are voting at the chapter house.
10. I have been waiting for over an hour.
11. Dave's favorite dog died.
12. Two crooked trails led off the mesa.
13. The tribal policeman gave me a speeding ticket.

II.B. Subject and predicate

14. Twenty lost sheep were found on the mesa.

15. You can see the peaks from here.

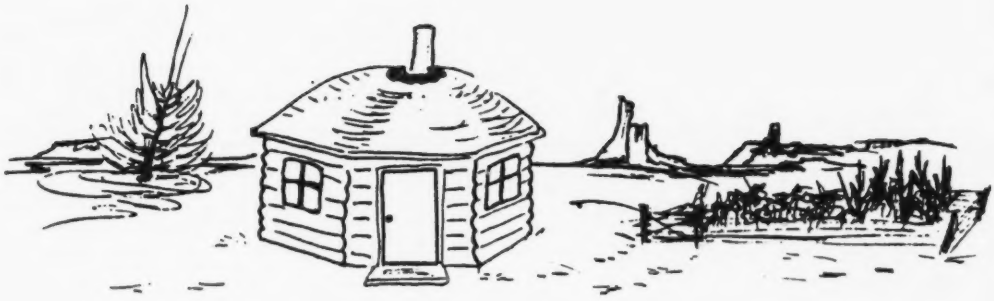
16. Ira Hayes was a war hero.

17. Our team lost the basketball game last week.

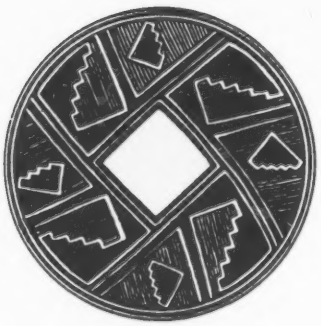
18. Your hair is a lot longer than my hair.

19. Corn is the only crop we plant in this field.

20. Melvin Little Deer made this bow for me.



UNIT III



III. PARAGRAPH DEVELOPMENT

A. *Characteristics of a paragraph*

When you open a book to read, you see that the page is not one big mass of words. Instead, the sentences are grouped by the subject they are about. This group of sentences is called a **paragraph.** A paragraph tells about one main idea or subject. This subject is called the **topic.**

A topic can be about anything. It might be something about a person, an idea, an object, or a place. Every sentence in the paragraph must tell you about the topic. This is called **unity.** Unity is the way sentences relate to the topic. If a sentence doesn't relate to the topic, it doesn't belong in the paragraph.

Read this paragraph about how the Havasupai teach their children to care for the old. Ask yourself if every sentence belongs in the paragraph.

1. When your grandparents are old and blind, lead them gently where they want to go. 2. Break off chunks of the good corn bread and put them into their mouths. 3. The women of the village bake the bread in hot ashes. 4. If they have no teeth, feed them the warm corn mush.

People of the Blue Water
Flora Gregs-Illff

Did you notice any sentence that does not belong in this paragraph? The topic of the paragraph is on the care of the elderly in the tribe. Sentence 3 is about how the bread is baked. It does not belong in this paragraph.

Read the paragraph again, leaving out Sentence 3. Now, it will make more sense because it has unity.

III.A. Characteristics of a paragraph

Now, read each of these paragraphs. At the end of each paragraph, write the number of the sentence which does not belong.

1. After the harvest, corn was stored for the winter. 2. Sometimes it was buried underground in baskets. 3. The baskets were covered with deerskin and sealed with pitch tar. 4. Beautiful baskets were woven with yucca leaves. 5. In colder climates, the corn was sometimes sewed inside dried animal skins and hung high in trees.

Foods the Indians Gave Us
Wilma P. Hays

1. The sentence that does not belong is ____.

1. A Jicarilla Apache girl had to know how to gather food and grind corn. 2. She also learned how to take care of horses. 3. The young men were good hunters. 4. She could not only ride well, but could also stay on a horse as it jumped dry washes. 5. An Apache girl also had to develop her strength by becoming a stong swimmer.

Southwestern Indian Tribes
Tom Bahti

2. The sentence that does not belong is ____.

III.A. Characteristics of a paragraph

1. Hurusuki [her zu' su ke] is a special Hopi dish often called "cornmeal pudding." 2. It is made by mixing ground cornmeal with boiling water. 3. The mixture is stirred without stopping. 4. The dough mush is served when it is thick enough to pinch off small pieces. 5. The Hopis live in northern Arizona.

Hopi Tales
Ekkehart Malotki

3. The sentence that does not belong is ____.

1. The Havasupai mother taught her small daughter to play grownup. 2. The child learned to weave baskets, sweep the floor, carry water, and make fiber brooms. 3. This taught the child to care for a home of her own. 4. Young boys must rise early and run swiftly toward the rising sun. 5. The little girl was also taught to be kind to her husband's people.

People of the Blue Water
Flora Gregs-Iliff

4. The sentence that does not belong is ____.

III. PARAGRAPH DEVELOPMENT

B. Descriptive paragraph writing

If you wanted to describe a beautiful Hopi basket, how would you do it? You would describe its shape, size, and color. You could describe the design, the feel of the weave, and even the smell of the basket. You want to describe an object so that someone can picture it in his own mind. This way, you can share an experience with someone else. You do the same thing when you write a description of a basket someone has not seen.

A paragraph that describes can tell the look, feel, smell, taste, or sound of something. It can tell the color, the size, or the shape. **Descriptive writing** helps you picture something in your mind.

Now read this description of the Rain-god in the Zuni ceremony called the Shalako. Answer the questions that follow.

"First comes the Rain-god of the North. He is draped in white buckskin and weighted with turquoise, shell, and coral jewelry. His moccasins are beaded and painted red and blue. His mask of black and white stripes has a long horn of bright turquoise-blue on the right side. Shining black goat's hair is on the top of the mask. He carries a bow and arrow in one hand and deer bones in the other, which he shakes sharply with each step."

Dancing Gods
Erna Fergusson

III.B. Descriptive paragraph writing

1. Who is being described in this paragraph? _____

_____

2. What kind of jewelry is he wearing? _____

_____

3. What colors are the moccasins painted? _____

_____

4. What color is the mask? _____

5. What side of the mask is the turquoise-blue horn on? _____

_____

6. What is on top of the mask? _____

7. What does he carry in each hand? _____

_____

8. What does he do with the deer bones? _____

_____

UNIT II & III POST-TEST: SENTENCE STRUCTURE PARAGRAPH DEVELOPMENT

Read the sentences below. Put an **S** on the line if the sentence is a statement. Put a **Q** on the line if it is a question. Put an **E** on the line if it is an exclamation. Put a **C** on the line if it is a command. The marks at the ends of the sentences have been left off.

_____ 1. Where is my grandfather

_____ 2. Help

_____ 3. Desert flowers bloom in the spring

_____ 4. Put the stew on the table

_____ 5. Follow that road for one mile

_____ 6. Can you see any rain clouds

In each sentence, put a line under the subject and circle the verb.

7. The Hohokam built canals for water.

8. Small wooden stick figures were found in the Grand Canyon.

9. Corn is planted every summer.

10. Corn has been grown in North America for centuries.

11. The Anasazi lived in Mesa Verde a long time ago.

12. We could have waited for you last night.

Read this description. Then answer the questions.

Hahawuctqi wears a black dress and a white mantle and leggings. Her mask is a flat black face. Her hair is in pigtails, and feathers are on top of her head. She wears a fox-skin collar. In her hands she carries a long juniper whip and a flat tray of gifts for the children. On the tray are ears of corn, seeds, bundles of sticks for the girls, and tiny squares of yucca fiber for the boys.

Dancing Gods
Erna Ferguson

13. What does the Hahawuctqi's mask look like? _____

_____

14. What kind of collar does she wear? _____

_____

15. What color is her mantle and leggings? _____

_____

16. How does she wear her hair? _____

_____

17. What two things does she carry in her hands? _____

_____

18. Name two of the things she has on her tray?

a. _____

b. _____

Read each of these paragraphs. Put a line under the sentence which does not belong.

19.

1. Deer and buffalo supplied the Apaches with most of the things they needed. 2. Clothing was made from the animal skins. 3. Apaches often raided other Southwest tribes. 4. The meat provided food. 5. Household tools were made from the bones.

The Apache Indians
Sonia Bleeker

20.

1. The Indians of the Southwest made rattles from gourds and turtle shells. 2. The turtle shell rattles were tied to the legs. 3. Gourd rattles were held in the hands. 4. Gourds grow in many shapes. 5. Rattles were used in dancing and medicine ceremonies.

Indian Music Makers
Robert Hofsinde

UNIT IV

IV. PUNCTUATION

A.1. Use of period at end of sentence

All sentences must end with an end mark. An end mark is used to show where to stop. If you did not use end marks, it would be hard to tell where one sentence ends and the next one begins.

One of the most used end marks is the **period.** It is always used to end a statement.

A statement is a telling sentence. It is not the same as an asking sentence.

A question, or asking sentence, uses a different end mark, as you will soon learn.

Try reading this.

The shiny black horse ran across the mesa he stopped to eat the tender, new grass he wandered over to a hidden spring there, he drank the cool, clean water

Did you find this hard to read? Now read this.

The shiny black horse ran across the mesa. He stopped to eat the tender, new grass. He wandered over to a hidden spring. There, he drank the cool, clean water.

This time an end mark has been used to show where each sentence ends. This should be much easier for you. A **period** tells where each sentence ends.

IV.A.1. Use of period at end of sentence

Read the following passage. There are four sentences here. Put the periods in where each sentence ends. You must read carefully because the capital letters that should start each sentence have been left out.

tomatoes were first planted by Indians in the Americas the seeds were carried back to the Old World only the Spanish and the Italians would eat them everyone else thought they were poison

Foods the Indians Gave Us
Wilma P. Hays

Now, read this passage and put the periods where they belong at the end of each sentence.

the Hopi Snake clan were once reptiles they traveled in a buckskin bag the bag hung at the end of a rainbow where the bag fell to earth, they make their home

IV. PUNCTUATION

A.2. Use of period in abbreviations

In the last lesson, you learned that a period (.) is used at the end of a sentence.

A period (.) is also used in some **abbreviations.** An abbreviation is a short way of writing some words. **Dr.** is abbreviation for **doctor.** Notice the period after the r. The period tells you that this group of letters is a short way of writing a word. Here are some words and their abbreviations.

WORD	ABBREVIATION
Mister	Mr.
Mistress	Mrs.
Reverend	Rev.

Days of the week and months of the year are often abbreviated. These abbreviations have a period at the end, too.

Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.
Sunday	Sun.
January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	No abbreviation
June	No abbreviation
July	No abbreviation
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.

IV.A.2. Use of period in abbreviations

Some people like to write their names in an abbreviated way. For example, Melvin Russell Thompson might write his name M. R. Thompson. You use a period after each initial.

Some abbreviations do not use periods. These are abbreviations for the names of states. Here are some state names and their abbreviations. Do not put a period after these abbreviations.

Utah	UT
Nevada	NV
Arizona	AZ
New Mexico	NM

Look at the abbreviations below. Put a period after each abbreviation that needs one. Put an **X** on the line if a period is not needed.

1. Jan_____
2. Mr_____
3. UT_____
4. Mon_____
5. R_____ Begay
6. AZ_____
7. Aug_____
8. Rev_____
9. NV_____
10. Dr_____
11. Sept_____
12. Dec_____
13. Mrs_____
14. Tues_____
15. Apr_____

IV. PUNCTUATION

A.3.&4. Question mark and exclamation mark

You have already learned that all sentences must start with a capital letter and end with an **end mark.** The asking sentence, or question, must end with its own special mark, the **question mark** (?).

Where is the rodeo going to be held?
When will you be back?

Put a question mark at the end of these questions.

1. Who is the beautiful girl in the beaded dress_____
2. Why did you come to the dance alone_____
3. Do you remember the old chief from Oraibi_____
4. Is Harry's mother Navajo or Hopi_____
5. Can you help me with my homework_____
6. When did you first go to school_____

An exclamation shows strong feeling, a sentence with an exclamation must end with its own special mark of punctuation, the **exclamation mark** (!).

What a beautiful car!
Look out for that falling rock!
Quick! Stop the car.

You must read carefully to see if a sentence really is an exclaiming sentence. Remember that an exclamation shows strong feeling. If you need to review types of sentences, look at Unit II of this book.

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IV.A.3.&4. Question mark and exclamation mark

Put an exclamation mark at the end of these exclamations.

7. Look out_____

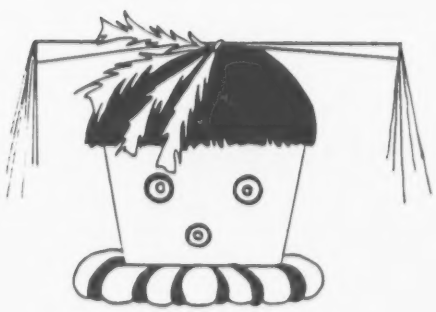
8. Stop that thief_____

9. I think you're wonderful_____

10. Oh, no_____ He fell off the horse.

11. Hurry_____ We'll be late.

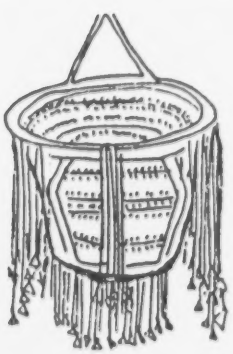
12. What a terrible accident_____



IV.A.3.&4. Question mark and exclamation mark

Put a question mark at the end of each question. Put an exclamation mark at the end of each exclamation. If the sentence is some other type of sentence, put an **X** at the end.

1. What a beautiful day_____
2. Where is my fiddle_____
3. The sly raccoon stole our food_____
4. Put your books down and look at the blackboard_____
5. Call the police_____
6. Fire_____
7. Is that basket for sale_____
8. Where can I catch the bus for downtown_____



IV. PUNCTUATION

B.1. Comma in a series

A comma (,) is a mark that can be used to make the meaning of a sentence more clear. A comma is used to show slight pause and not a full stop, like the period does.

One way in which the comma is used is in a series. A series is three or more words or groups of words written one after the other: Apaches, Hopis, Pueblos, and Utes; wind, rain, sun, and snow.

Read this sentence:

> The Utes live on reservations in Utah Colorado and New Mexico.

In this sentence, three states — Utah, Colorado, and New Mexico — are listed in a series.

To make this sentence easier to read and understand, commas are used, like this:

> The Utes live on reservations in Utah, Colorado, and New Mexico.

Note that a comma is used before the word **and** in a series.

Another example of words listed in a series is in this sentence.

> The Basket Makers used stone knives wooden clubs and throwing sticks as weapons.

Again, see how much easier it is to read when commas are used.

> The Basket Makers used stone knives, wooden clubs, and throwing sticks as weapons.

IV.B.1. Comma in a series

Now, you make these sentences easier to read by adding the commas where they belong in a series.

1. I own sheep goats and horses.
2. Yellow red and gold were the colors of the sunset.
3. Gifts of corn silver and pollen were given to the holy man.
4. The hot air dry wind and blowing sand made it hard to breathe.
5. I am going to visit Taos Zia and Acoma pueblos.
6. The trading post sold baskets rugs jewelry and pottery.
7. He sold his silver ring blanket and horse.
8. She made stew corn and fry bread for the meal.
9. Frank Tom and Harry are going to the rodeo.
10. He traded his silver belt for turquoise eagle feathers and shells.
11. Beverly Sara and Barbara went to Flagstaff for the weekend.
12. I have friends living in Zuni Window Rock and Gallup.

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IV. PUNCTUATION

B.2. Comma after introductory words

A comma is also used after some words that begin or introduce a sentence. Words like **yes, no, however, first, next, well,** and the name of a person being spoken to are set off by a comma if they are not a necessary part of the main sentence.

For example:

Hank, will you drive into town? (This sentence can stand alone without the word Hank.)

BUT

Hank will drive into town. (The word Hank is a part of the main sentence and should not be followed by a comma.)

Here are more examples:

Nancy, I will pay you for the rug. (The comma is needed to make this sentence clear. Nancy is not part of the main sentence.)

BUT

Nancy will pay you for the rug. (No comma is used. Nancy is part of the main sentence.)

Yes, he plans to attend the council meeting. (The comma is needed.)

No one knew about the council meeting. (The comma is not needed.)

IV.B.2. Comma after introductory words

If a comma is needed after the first word in each sentence, put in the comma. If no comma is needed, mark an **X** under No Comma Needed. The first one has been done for you.

	No Comma Needed
1. No Cochiti Kachina dances are opened to the public.	X
2. Yes I am going to Zuni for the Shalako.	
3. Beverly is going to San Carlos next week.	
4. First Elbert went to Walpi.	
5. However he didn't stay there long.	
6. Well the Mountain Spirit dancers stand for the four sacred directions.	
7. No visitors are allowed at the pueblo of Santa Ana.	
8. Louis Tewanima was a Hopi teammate of Jim Thorpe.	
9. First Louis won a Silver Medal in the 1912 Olympics.	
10. Next he was named to the All-Time United States Olympic Track and Field Team.	
11. Louis was the first person to be named to the Arizona Sports Hall of Fame.	
12. He lived out his life on Second Mesa.	

IV. PUNCTUATION

B.3. Comma in dates and places

Commas are used when writing dates to make them easier to read. A comma is used to separate the day from the year or the month from the year. A comma is also used after the year if it is in a sentence and more words follow it.

January 25, 1981
May, 1861
On June 10, 1971, my son was born.

Commas are also used to separate the name of a city and a state. In a sentence, a comma comes between the name of a city and a state and after the state if more words follow it.

Winslow, Arizona
I was in Cedar City, Utah, last year.

When dates and places are both used in a sentence, they will look like this.

On July 7, 1540, Coronado stood before the walls of old Zuni, New Mexico.

IV.B.3. Comma in dates and places

Put commas where they are needed with the dates and places in each sentence.

1. The Pueblo Revolt began on August 10 1680.

2. On June 1 1868 the Navajos left Bosque Redondo New Mexico and returned to their homes.

3. In the Time of the Big Leaves, April 1873 soldiers captured the Tonto Apaches.

4. The first meeting of the Navajo Tribal Council was held on July 7 1923.

5. The Warm Springs Apaches were sent to the reservation in San Carlos Arizona in 1877.

6. The Apache leader Geronimo, died in 1909 at Ft. Sill Oklahoma.

7. On August 18 1846 General Kearney entered Santa Fe New Mexico.

8. On August 3 1948 all the pueblos in New Mexico were given the right to vote.

IV.B.3. Comma in dates and places

Now, using all that you have learned about commas, put commas where they are needed in each sentence.

1. Carla were you born on May 18 1949?
2. The Navajos have reservation lands in Utah Arizona and New Mexico.
3. The ruins of Cliff Palace Spruce Tree and Square Tower are located at Mesa Verde.
4. Yes I will bring stew and beans to eat after the ceremony.
5. First Mesa Second Mesa and Third Mesa are all located on the Hopi reservation.
6. The Havasupai traded buckskin salt and red mineral paint for Hopi cloth and pottery.
7. Louis was born in Whiteriver on July 3 1950.
8. Tom did you ever live in Kanab Utah?

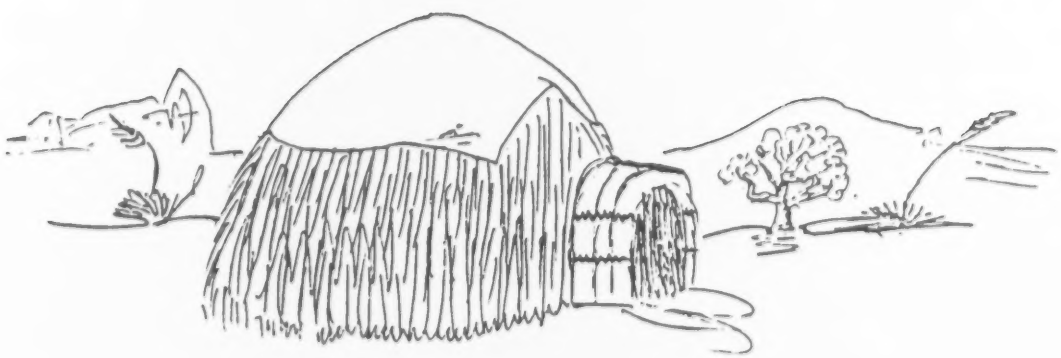
IV. PUNCTUATION

C.1. Quotation marks

Quotation marks are the marks that set off the speaker's exact words. They are placed in front of the first word spoken and after the last word spoken, like this:

> Steve said, "My grandmother is building an Apache Wickiup."
>
> "I will bake some bread in the outdoor oven," Beverly said.

The quotation marks (" ") tell you the exact words the speaker says. The other words in the sentence are not put inside the quotation marks.



IV.C.1. Quotation marks

As you read this story about the Frog and the Locust, you will see that some words have quotation marks around them. Draw a line under the words that are spoken by the Frog and the Locust. The first one is done for you.

THE FROG AND LOCUST SING FOR RAIN

The sun was very hot. The clouds had all gone away. No rain fell.

Frog knew he would die if no rain came. He made a song to the Rain Cloud. But no rain came down.

Locust also sang a song to the Rain Cloud, but the Rain Cloud could not hear his song. No rain came down.

The Locust began to cry. Frog heard the crying and said, "Friend Locust, are you crying because you are afraid to die?"

"I do not want to die," said the Locust. "I want to sing. But I will die if the Rain Cloud does not send some rain."

"Have you made a song to the Rain Cloud?" asked the Frog.

"Yes," said the Locust "but I am so little that he cannot hear my song. Now, I am going to die."

Then the Frog began to cry.

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IV.C.1. Quotation marks

The Locust stopped crying and looked at the Frog.

"Are you afraid to die, Friend Frog?" asked the Locust.

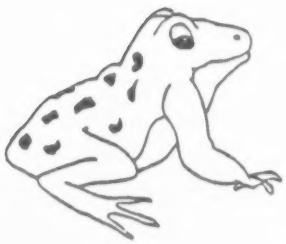
"No, I am not afraid to die," said the Frog, "but I do not want you to die. I want to hear you sing."

"Let us sing together," said the Frog. "Maybe the Rain Cloud will hear us if we sing together."

The Locust and the Frog sang a song to Rain Cloud together.

The Rain Cloud in the sky heard the Frog and the Locust singing. Rain Cloud filled the sky with black clouds. The rain came down. All the water holes were filled with water because the Locust and the Frog sang together.

Pueblo Stories
Edward Dolch



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IV.C.1. Quotation marks

Now, put in the quotation marks around the words the speaker is saying. Remember, the quotation marks will go around only the words that are spoken and not any other words in the sentence.

1. Who carved this Kachina? Frank asked.

2. Susan said, My aunt is teaching me how to dye the wool.

3. These jeans cost too much, Joe said.

4. I can ride that horse better than anyone, Pete remarked.

5. Arlene answered, I can make the rug for you.

6. Who is the fastest runner here? Sam asked.

7. We are building a new hogan near the spring, Tom said to his friend.

8. George said, I grew up on the Salt River Reservation.

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UNIT V

Pages 97 & 98 are blank.

V. CAPITALIZATION

A. *Use of capitals*

When you write in English, some words are more important than other words. Arizona, a proper noun, is the name of one special state. To show that a word is a proper noun, you write it with a capital letter. Common nouns and other less important words are not written with a capital letter.

PROPER NOUNS	COMMON NOUNS
Mayor Goddard	the mayor of a city
Tuesday	a day of the week
Phoenix College	any college
Dr. Johnson	my mother's doctor

Use the following rules to help you capitalize words correctly.

RULE #1: Capitalize the first letter of the abbreviation for these words: doctor, mistress, mister, reverend, days of the week, months of the year.

WORD	ABBREVIATION
doctor	Dr.
mistress	Mrs.
mister	Mr.
reverend	Rev.
Monday	Mon.
December	Dec.

V.A. Use of capitals

Underline the abbreviations in these sentences that need to be capitalized. Write the abbreviation on the line using the correct capitalization.

1. Where is dr. Ramirez? _____

2. The store has a sign showing that it is open mon.–fri. _____

3. The letter is dated dec. 20. _____

4. mr. Pratt was my teacher. _____

RULE #2: Capitalize all the words in the name of an organization or company.

Phelps Dodge Company
American Heart Association
National Indian Education Association

Circle the words that should be capitalized in these sentences.

5. He works for the coca-cola company.

6. phelps dodge company closed many copper mines in this state.

7. Let's go to the phoenix indian center.

8. I donate money to the american cancer society.

V.A. Use of capitals

RULE #3: Capitalize the names of places. Do not capitalize small words like, **the, of,** or **a** in the name of a place.

United States of America
State of Alaska
Santa Fe, New Mexico
Gila River Reservation
Seminole Tribe of Florida

Write the names of these <u>places</u> using capitals where they belong.

9. state of new mexico _____

10. the colorado river _____

11. yuma, arizona _____

12. the hopi reservation _____

RULE #4: Capitalize the title of a person when the title comes before a personal name.

Governor Carruthers of New Mexico
Aunt Stella

BUT NOT the governor of the state
my aunt in Kayenta

V.A. Use of capitals

Circle the titles that should be capitalized in these sentences.

13. Navajo tribal chairman Peterson Zah supported the program for urban Indians.

14. Sally is my favorite aunt.

15. grandmother Rena is ninety years old.

16. doctor McKenzie is here now.

V.A. Use of capitals

Capitalize all the words in this list that should be capitalized.

1. councilman billie of tuba city _____
2. president ronald reagan _____
3. flagstaff, arizona _____
4. american heart association _____
5. dec. _____
6. mrs. Davis _____
7. united states of america _____
8. motorola company _____
9. senator Wilson _____
10. saturday and sunday _____
11. state of california _____
12. the senator from utah _____

UNIT IV & V POST TEST: PUNCTUATION, CAPITALIZATION

Use the correct end punctuation for these sentences.

1. Hand me that rope, please _____
2. This stew tastes great _____
3. Where is your hometown _____
4. Corn is planted here every year _____
5. Drop that gun _____
6. Is your name Arthur _____
7. Put the bread here, please _____
8. Fire _____

Correctly punctuate the following abbreviations.

9. Sept
10. Dr Benally
11. Mon
12. Mrs Sanders

Put commas in the following sentences where needed.

13. Indian tribes in Arizona include Yavapai Cocopah Quechan and Maricopa.

14. First I'm going to ride into town.

15. Tony was born in Sacaton Arizona on June 17 1955.

16. Arlene are you from Santa Fe New Mexico?

17. We're having beans chili and fry bread for lunch.

18. By 1875 most Apaches had been placed on reservations.

19. Oak Creek Canyon Havasu Canyon and the Grand Canyon are all in Arizona.

20. On June 23 1984 she moved to New Mexico.

In the following story, draw a line under the sentences that show exact words being spoken.

21–25

The Talking God of the East would visit the hogans. Sometimes the people were sleeping, and the hogan was not clean. Then he would say, "These people are wealthy. They don't need good fortune. Let them sleep." And he would leave.

But sometimes a hogan would be clean. It had been swept by an early riser. Then he would say, "They have risen early to get ahead. They seek to better themselves." He would leave blessings with that home.

Child of the Hogan
Ray Baldwin Louis

Put a line under all the words that should be capitalized in these sentences.

26. Amanda worked at the yuma indian center.

27. I have an appointment with dr. daves today.

28. James lives in the state of colorado.

29. On Friday, the rev. jesse jackson will be in phoenix.

30. The new mexico senator will speak at the council meeting.

31. The Hopi tribe has a new school at Polacca, arizona.

32. Many indian students attend phoenix college.

UNIT VI

VI. PRACTICAL WRITING

A. *Writing a note*

There are times when it is necessary to write a note or short letter to someone. You might need to write to your child's teacher or to a friend. Whatever the reason, there is a certain way the note should be written.

Carefully read this note that is written to a friend.

Dear Jim, (name) June 10, 1986 (date)

(body) I went to Gallup to see about a job. I should be back tomorrow. Will you feed the horses for me? I'll see you when I get back.

Steve
(signature)

This is a simple type of note, but there are four main parts to it.

1. There is the name of the person the note is written to at the top and to the right of the page.

2. The date the note is written is across from the person's name, on the left side of the page.

3. The middle or "body" of the note has the message or reason for writing the note.

4. And finally, at the bottom of the note, is your name or signature.

VI.A. Writing a note

All notes should have these four main parts. A note to a friend might be written a little differently than a note to your child's teacher, though. Look at this example.

Dear Mrs. Smith, April 7, 1985

My son, Kelly, missed school yesterday because he was sick and had to stay home. If there is any school work that he needs to make up, please let me know. Thank you.

Mrs. Nancy Wilson

Now, answer these questions about the second note.

1. Who is this note written to? _____
2. When was the note written? _____
3. Why did the child miss school? _____

   _____
4. Who sent the note? _____

VI.A. Writing a note

Now you try writing a short note. You can make up a message to a friend or to a teacher. Make sure the four main parts of the note are in their right places.

1. _____ 2. _____

3. _____

_____

_____

_____

_____

_____

4. _____

VI. PRACTICAL WRITING

B. Personal information

Filling out a job application correctly may help you get a job. Most forms will ask you to write your name, address, social security number, and telephone number. They also ask the names of the schools you have attended. This part of the form may look like the one below.

Name Lisa Littlesinger Telephone 627-8095

Address Rt. 1 Box 30 Tuba City AZ 85603
Street City State Zip

Social Security Number 250 – 89 – 6341

Education:

School	Name and address	Dates attended	Graduated yes	Graduated no	Degree earned
Grammar	Kaibeto Boarding Sch. Kaibeto, Arizona	1964–1972	X		
High	Page High School Page, Arizona	1972–1975		X	
College					
Other					

VI.B. Personal information

Another important part of a job application is your work history. This section asks you to list the places you have worked before. Most forms ask you to begin by listing the company you just finished working for. Then, going backwards in time, you will list all the other jobs you have worked at and the dates you worked at them. You will also be asked to write the kind of work you did on each job and why you left the job. Some forms will ask how much you earned on each job. In this part, you can write how much you made per hour. Look at the sample of the Work History part of a job application. See how each section is filled in. Your own work history should look similar to this sample.

WORK HISTORY

EMPLOYED		EMPLOYER	NATURE OF WORK	EARNINGS		
FROM MO./YR.	TO MO./YR.	START WITH LAST OR PRESENT EMPLOYER	DURING EACH EMPLOYMENT	STARTING	LEAVING	REASON FOR LEAVING
6/80	3/84	U.R. Strong Co. Flagstaff, Arizona	Sales Clerk sporting goods	2.75	3.95	I moved to Phoenix
5/78	12/79	Willie Makit Co. Williams, Arizona	Secretary	2.50	2.90	The company closed

Now practice filling out these sections of a job application. Use true information about yourself. This will help you when you need to fill out a real form. Be sure to ask your teacher if you have any questions about this work.

PERSONAL

Last name	First	Middle	Date of application
Present address (number and street)			Home phone ( ) -
City	State	Zip	Length of time at present address	Business phone ( ) -
			Social security no. - -
			Pay expected
Are you available for full-time work? ☐ Yes ☐ No If no, what hours can you work?			Position applying for
Are you over 21 years of age? ☐ Yes ☐ No If no, date of birth:			Will you work overtime if asked? ☐ Yes ☐ No
Can you, after employment, submit a birth certificate and proof of legal right to work in this state? ☐ Yes ☐ No			When will you be available to begin work?
Other special training or skills (languages, retail sales experience, etc.)			

EDUCATION

School	Name and location of school	Course of study	No. of years completed	Did you graduate?	diploma received
Elementary				☐ Yes ☐ No	
High School				☐ Yes ☐ No	
				☐ Yes ☐ No	
Other				☐ Yes ☐ No	

EMPLOYMENT HISTORY

Employer	Telephone ( )	Dates Employed From	Dates Employed To	Work Performed
Address				
Job Title		Hourly Rate/Salary Starting	Hourly Rate/Salary Final	
Supervisor				
Reason for Leaving				
Employer	Telephone ( )	Dates Employed From	Dates Employed To	Work Performed
Address				
Job Title		Hourly Rate/Salary Starting	Hourly Rate/Salary Final	
Supervisor				
Reason for Leaving				

Name: _____ Social Security # _____

Address: _____ Home Phone _____

_____ Work Phone _____

EDUCATION

High School, College, or Vocational School	City State	Years Attended	Year Graduated	Areas of Study or Degree

WORK EXPERIENCE

Employer's Name and Address	Position	From	To	Salary	
				Starting	Present

REFERENCES

Name	Address	Position	Telephone

ADDITIONAL JOB-RELATED INFORMATION

List hobbies, awards, extra-curricular activities and other skills:

UNIT VII

VII. SPELLING

A. *Spelling of days, months, and numbers*

Learning to spell words correctly is important. You can use a dictionary to look up the spelling of difficult words. You should try to learn to spell some common words. Some of these common words are days of the week, months of the year, and numbers. You may have to use these words when filling out a job application, driver's examination form and other forms.

The following list contains the days of the week. Always begin these words with capital letters. Study the spelling carefully. Some of the words are not spelled the way they sound.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Now, practice writing the days of the week on these lines.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____

VII.A. Spelling of days, months, and numbers

The following words are the names of the months. Always begin these words with capital letters.

January
February
March
April
May
June
July
August
September
October
November
December

Practice writing the names of the months. Remember to spell them correctly as shown in the list above:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

VII.A. Spelling of days, months, and numbers

Numbers are sometimes hard to spell. Often, they sound similar but are spelled differently, like **four** and **forty**.

Here are the numbers from 1–19.

1 = one	11 = eleven
2 = two	12 = twelve
3 = three	13 = thirteen
4 = four	14 = fourteen
5 = five	15 = fifteen
6 = six	16 = sixteen
7 = seven	17 = seventeen
8 = eight	18 = eighteen
9 = nine	19 = nineteen
10 = ten	

Here are the numbers 20, 30, 40, 50, 60, 70, 80, 90, 100

20 = twenty
30 = thirty
40 = forty
50 = fifty
60 = sixty
70 = seventy
80 = eighty
90 = ninety
100 = one hundred

When you want to write numbers like 21, you have to use the word **twenty** and the word **one.** You write these two words together with a hyphen (-).

21 = twenty-one
54 = fifty-four
99 = ninety-nine
47 = forty-seven

VII.A. Spelling of days, months, and numbers

Spell out each number by writing it on the lines below.

13. 18 _____

14. 62 _____

15. 4 _____

16. 44 _____

17. 86 _____

18. 28 _____

19. 17 _____

20. 39 _____

VII.A. Spelling of days, months, and numbers

Underline the word in each sentence that is spelled wrong. Write the correct spelling on the line.

1. Rena made thirteen baskets to sell last Decemer. _____

2. The tribal council meets the first Wenesday of every month from November through April. _____

3. The month of february only has twenty-eight days. _____

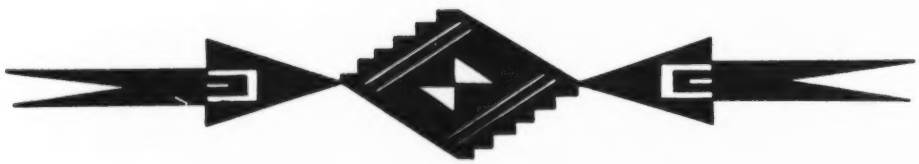
4. The cattle are put out to pasture in Septemer, October, and November. _____

5. Forty three clan members attended the dance on Friday, Saturday, and Sunday. _____

VII.A. Spelling of days, months, and numbers

One word in each line is misspelled. Put a line under the word spelled wrong. Write the correct spelling on the line. The first one has been done for you.

1.	Mondy	Tuesday	Friday	Monday
2.	nine	ninteen	ninety	_____
3.	sixty	sixteen	sixty six	_____
4.	January	Julay	August	_____
5.	Febuary	September	December	_____
6.	forty	forteen	forty-four	_____
7.	Sataday	Sunday	Wednesday	_____
8.	seventy-one	eigty-six	ninety-two	_____



VII. SPELLING

B. *Abbreviations*

An **abbreviation** is a short way of writing a word. A period comes after most (but not all) abbreviations. Here are some abbreviations of words that have a period after them.

ft.	foot or feet
in.	inch or inches
yd.	yard
yds.	yards
lbs.	pounds
oz.	ounce or ounces
doz.	dozen or dozens
tsp.	teaspoon
tbsp.	tablespoon

Write the abbreviation for each underlined word.

1. He is six feet _____ tall.

2. Jane bought ten pounds _____ of cornmeal.

3. The recipe calls for one tablespoon _____ of sugar.

4. I want one yard _____ of ribbon.

VII.B. Abbreviations

Here are some abbreviations for places. A period comes after these abbreviations.

St.	street
Ave.	avenue
Rd.	road
Ft.	Fort (in a name like, Fort Defiance)
Mt.	Mount (in a name like, Mount Taylor)

Write the abbreviation for each underlined word.

5. Christy lives on Apache Street _____.

6. Have you ever seen Fort _____ Verde?

7. I live on 24th Avenue _____.

8. Mount _____ Ord is on the Fort Apache Reservation.

VII.B. Abbreviations

Here are some abbreviations that do not have periods after them. Notice that these abbreviations are all capital letters.

AZ	Arizona
NM	New Mexico
CA	California
UT	Utah
CO	Colorado
N	North
S	South
E	East
W	West
NE	Northeast
SW	Southwest
NW	Northwest
SE	Southeast

Write the abbreviation for each underlined word.

The Southwest _____ (1) has many interesting places to see. Fort _____ (2) Apache is east of Phoenix. Mount _____ (3) Humphries is northwest of Flagstaff, Arizona _____ (4). Fort _____ (5) Sumner is in New Mexico _____ (6).

VII.B. Abbreviations

Write the words that these abbreviations stand for.

7. AZ _____

8. doz. _____

9. in. _____

10. St. _____

11. NE _____

12. CO _____

VII. SPELLING

C. *Spelling demons*

There are many words in English that sound alike. Often, they are spelled differently. You must learn to use these words correctly. The only way to learn these words is to memorize them.

1. **dear** greatly loved. Stella is my dear friend.

   deer a wild animal that has hoofs. Deer can run very fast.

2. **desert**
   1. a hot dry sandy place. Phoenix is in the desert.
   2. to go away and leave. The man deserted his family.

   dessert a sweet food served at the end of a meal. Let's have ice cream for dessert.

3. **flour** a fine powder made from wheat. Flour is used to make tortillas.

   flower the part of plant that blossoms. Daisies are my favorite flower.

4. **hole** a hollow place in something. There is a big hole in that cactus.

   whole having all its parts, complete. Have you eaten that whole pie?

5. **its** belonging to it. The cat licked its paw.

   it's contraction for "it is." It's a cold day.

VII.C. Spelling demons

6. **steak** a slice of meat. I like my steak rare.

   stake a stick that can be driven into the ground. Tie your horse to that stake.

7. **tail** the part of an animal's body that sticks out the back end. The dog wagged his tail.

   tale a story. Grandfather told us the tale of coyote.

8. **their** belonging to them. Where is their house?

   there a place. Put the drum there.

   they're a contraction for "they are." They're my best friends.

9. **to** toward. Turn to the left.

   too also. Her sister is a good rider, too.

   two the number 2. Jake has two shotguns.

10. **weather** the condition of the air. The weather will be good for the pow-wow.

    whether this word is for a choice. You must decide whether to take the bus or to walk.

VII.C. Spelling demons

1. Ask Doreen (weather, whether) or not she is going to the dance. _____

2. We listened to the (tail, tale) of the Kachinas. _____

3. It's hard to grow corn in the (desert, dessert). _____

4. Irwin hunts (dear, deer) every year. _____

5. The sheep looked funny without (it's, its) wool. _____

6. Sharon makes good (flour, flower) tortillas. _____

7. Put the baskets (there, their). _____

8. We saw (two, too) eagles. _____

9. Dave dug a (hole, whole) for the fence post. _____

10. Keith made a (steak, stake) from a dry branch. _____

VII.C. Spelling demons

Using the list of words that sound alike, write the word that belongs to each definition.

1. greatly loved _____
2. the part of a plant that blossoms _____
3. a contraction for "they are" _____
4. a story _____
5. toward _____
6. a slice of meat _____
7. also _____
8. belonging to it _____
9. a sweet food eaten after a meal _____
10. having all its parts _____

UNIT VII POST-TEST: SPELLING

Underline the misspelled word in each line. Write the correct spelling in the blank space.

1.	seventy-six	eigty-eight	ninety-nine	_____
2.	nine	nineteen	ninty	_____
3.	Septemer	December	July	_____
4.	Sunday	Monday	Firday	_____
5.	forty	forty-four	forteen	_____
6.	sixty	sixty seven	sixteen	_____
7.	Wensday	Thursday	Tuesday	_____
8.	five	fifty	fifty five	_____

Write the abbreviations for each word.

9. feet _____
10. inches _____
11. Arizona _____
12. Fort _____
13. Southwest _____
14. avenue _____
15. pounds _____
16. ounce _____

Choose the correct word, and write it on the line.

17. Rosemary has to read this (hole, whole) book by Friday. _____

18. The eagle landed in (its, it's) nest. _____

19. The soldier refused to (desert, dessert) his post. _____

20. Coyote hid his heart at the tip of his (tail, tale). _____

21. We're all going (to, too) the pow-wow. _____

22. The (weather, whether) looks good for planting. _____

23. (They're, Their) my cousins. _____

24. Dawn killed two (dear, deer) last fall. _____

25. (Flour, Flower) is used to make tortillas. _____

26. Let's have (steaks, stakes) for supper. _____

27. James owns (two, too) pick-up trucks. _____

28. We're having strawberries for (desert, dessert). _____

GLOSSARY

Pages 137 & 138 are blank.

GLOSSARY

abbreviation	a short way of writing some words Example: Dr. is an abbreviation for doctor
adjective	a word that is used to change a noun by pointing out which one or describing the noun; it usually comes before a noun but can also follow a noun
adverb	a word that tells more about or describes verbs; it often answers the question how, when, where, how often, how much
command	a directing sentence; it always ends with a period
complete subject	the simple subject and all the words that explain it
contraction	a shortening of a word, syllable, or word group by omission of a sound or letter
descriptive adjective	a word that describes or tells about a noun; an adjective can tell size, color, shape, number, and so on; it often answers the question what kind?
directing quotation	the speaker's exact words; it is set off by quotation marks
exclamation	an exclaiming sentence; it always ends with an exclamation point

helping verb	a word that helps the main verb; the main verb can have one or more helping verbs in front of it
noun	a word that names a person, place, thing, or idea
paragraph	a group of sentences that tells about one main idea or subject
plural	more than one
possessive noun	a noun that shows ownership of another noun; this is shown by an apostrophe on the first noun Example: the dog's tail
predicate	the part of a sentence or clause that expresses what is said of the subject
pronoun	a word that takes the place of a noun; it can be used the same way a noun is used — to name a person, place, or thing
proper noun	names a particular person, place, or thing and is capitalized Example: Alice, Kingman, Verde River
question	an asking sentence; it always ends with a question mark
sentence	a group of words that has one whole thought or idea
simple sentence	the most important word in the subject
statement	a telling sentence, it always ends with a period

subject	what a sentence is about; the doer of the action in the sentence
tense	the time (present, past, future) expressed by a verb
time word	a word that tells you when something happens Example: since, before, until, after
topic	the main idea or subject that a paragraph is about
unity	the way the sentences in a paragraph relate to the topic
verb	a word that shows action